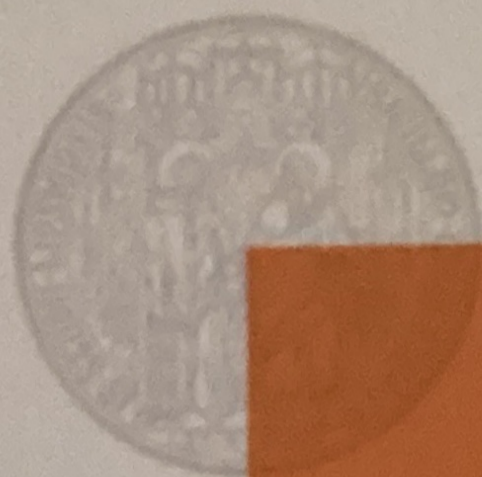LEIPZIG UNIVERSITY
FACULTY OF SOCIAL SCIENCES AND PHILOSOPHY

MODERN EDUCATIONAL SPACE: THE TRANSFORMATION OF NATIONAL MODELS IN TERMS OF INTEGRATION

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POSSIBILITIES OF USING ICT TOOLS IN THE EDUCATIONAL PROCESS BY FUTURE TEACHERS OF TECHNOLOGIES

Informatization of education is an important component of informatization of society, reflects the general trend of globalization of the world development process and serves as a crucial information and communication base for the development of education, harmonious development of personality and socio-economic system of society [4, p. 56].

The main goals of informatization of education are: increasing the efficiency of management of educational and financial activities of education; improving the quality of education by introducing new technologies into curricula; integrating the education system into the world community, providing relevant high-quality information; improving the quality of Internet services, telephone and audiovisual alerts.

A significant indicator of the development of educational institutions is the assessment of the process of informatization of general secondary education. Indicators of technical equipment of general secondary education institutions can only partially indicate the development of informatization processes.

Key indicators should be widely expanded to include indicators that describe: readiness and ability of teachers to work effectively in new information environments and changing organizational conditions (educational ICT competencies of teachers); changes in the methods of work and organizational forms of students of general secondary education, individual teachers and staff in general (dissemination of methods of ICT support and organizational forms of learning); changes in the content and expected learning outcomes (the formation of the student's ability to learn, desire and ability to work productively in a team to solve real life problems); changes in the management of educational courses and educational

institutions in general (support for these ICT courses, including databases, automatic accounting, etc.); changes in the direct interaction of the educational institution with the environment (parents, sponsors, city authorities, public authorities).

The analysis of the use of ICT in education gives grounds for the following conclusions: interactive conversational hypertext provides positive motivation for learning; conducting classes at a high aesthetic and emotional level provides a significant level of learning differentiation; increasing the amount of work performed improves knowledge control; a reasonably organized curriculum forms the skills of search activities; provides access to various search engines, electronic libraries and other information resources [1, p. 26].

Resources, material and human resources invested in ICT-based learning can be wasted if higher education and teaching staff are not properly prepared for this form of learning. All available electronic resources must be used in the training course. A certain condition for success is always the belief of teachers that electronic materials are useful, important and relevant to the field of study. The use of ICT in the educational process is the expansion of communication skills, mastery of communication skills. ICT is initiating the development of new approaches to learning technologies and opens up additional opportunities for the creation of computer-based learning systems and knowledge control.

The introduction of ICT in the curriculum improves: thinking, memory, attention and observation; formation of professional knowledge, skills and abilities; development of communication skills; formation of abilities and skills to make optimal decisions or provide options for decisions in emergency situations; development of the ability to conduct experimental research activities; creation of conditions for self-assessment, systematization and generalization by future qualified specialists of the information received for the purpose of professional self-determination, increase of quality of preparation.

As modern educational practice shows, ICT is mainly aimed at solving several types of pedagogical tasks: the type of computer program includes reference information, instructions, computational tasks, demonstrations, etc; omputers can serve as a means of determining the general structure, purpose of machine learning and individual didactic tasks to save tasks (thus supporting education); remuneration is not entered into the computer and performs the functions of a controller (simulator, etc.), which are widely available in a wide range of interactive systems that simulate the activities of teachers; computers allow you to set and solve new didactic tasks that cannot be solved by traditional methods (common modeling and design programs); computers can be used in design as a means of modeling the support of learning objects (thus implementing radically new educational strategies,

such as the so-called "computer learning environments" or "microworlds", which represent models of knowledge acquisition).

In addition, in his work, M. Fitsul [2] emphasizes that the use of computers in education helps to increase interest and overall motivation to learn through participation in new forms of work and priorities in scientific and technological development; strengthening education with the help of attractive and fast-changing presentations of information, individualization of education – everyone works to satisfy him; expansion of information and test "repertoire", access of students to "information banks" [2].

One of the most important features of a computer program is its high information saturation. Provide educational information in a short time, which ensures the rational use of educational time, increases teacher productivity and promotes the formation of skills of higher education students in pedagogical management.

The use of ICT in modern education has many advantages over traditional teaching aids, including: a wide range of computer capabilities for information processing; expanding the possibilities of presenting educational information (use of colors, graphics, animation, sounds), creating a real environment; strengthening the motivation to learn (the ability to regulate the level of complexity of the task, as well as the novelty of the computer task to increase interest in learning). With the help of a computer, you can completely eliminate one of the most important causes of negative attitudes towards learning. There is also a lack of positive results (working with a computer gives students the opportunity to finally solve problems by providing the necessary assistance); ensuring the active participation of all students in the educational process; computers contribute to the formation of pedagogical reflection, first of all, it is possible to clearly present the results of their activities.

It is also clear that the rate of development of this trend will be determined primarily by the specifics of the subject. With the use of computer-based training in professional scientific and subject training, students do not passively perceive information, but actively interact with the computer as a source of information and a generator of tasks. As you know, recently a great interest of scientists is such a new direction of computer training as network training. These include the use of the Internet, the World Wide Web (WWW), cloud services and email. In the third millennium, the Internet became an effective tool for learning. Partly because it allows you to communicate with many people who have similar interests, providing a real opportunity to exchange views, discuss and expand your horizons and knowledge. Thanks to communication, positive individual qualities, the ability to think creatively, in particular the culture of communication in general, are formed.

The digital library that educators use over the Internet provides a unique, endless resource for information on any subject. It can be assumed that it is more attractive to them due to the following characteristics: information is universal (it offers breadth and depth in many subsectors, traditional libraries have a limited set of materials on an interesting topic, digital libraries provide access to unprecedented breadth of information, expanding them to unlimited time); information is available at any time [3, p. 30].

An important feature of the Internet as a learning tool in technology lessons is that it provides accessible global educational resources. You can find any information of interest on the Internet.

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